

Cover Page

District Pulaski County	DISTRICT Mailing Address	
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	Street Address 2	
City	Somerset	ZIP 42503
Position Supervisor of Instruction	Phone	606-679-1123
Email angela.murphy@pulaski.kyschools.us	CONTACT Mailing Address (if different)	
	Street Address 1	
Submission Date (office use only)	Street Address 2	
	City	ZIP
	Phone	

District Name		NCES ID#	Total Awarded
Pulaski County		2104950	\$
School Name		NCES ID#	Intervention
1	Pulaski County High School	01233	Transformation Model
2			Transformation Model
3			Transformation Model
4			Transformation Model
5			Transformation Model
6			Transformation Model

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants (SIG) program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Superintendent Signature

Date

Notary Public

My commission expires

Notary seal

District Actions

Please Note: You may only type in the gray areas.

If not all Priority Schools are served, explain why the school(s) will not be served and provide supporting documentation for the decision.

PCHS is the only Priority School in the Pulaski County School District.

Describe the district's capacity to use school improvement funds to provide adequate resources, related support, and oversight to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding and use of external resources.

The Pulaski County School District – including the school board, the superintendent, key staff and influential stakeholders in the community – possesses the capacity to articulate a vision of success and implement a system of practices to fully and effectively execute the transformation model at Pulaski County High School (PCHS). Pulaski County High School, a component of the “system as a whole” of the Pulaski County School System, will prepare more students for challenging high school work and graduate more students college and/or career ready. The authenticity of this commitment is affirmed through the district's on-going enrichments to the Comprehensive District Improvement Plan (CDIP) that manifests the vision, and establishes the conditions necessary for the Pulaski County High School leadership, faculty and staff to create a thriving learning environment for all students. These conditions include aligning all policies and resources to the CDIP; in other words, sustaining a robust collaborative and supportive working relationship with Pulaski County High School; expecting and supporting the principal to continue as the school's instructional leader; and, communicating the vision and strategic plan to the public in a highly visible way that provides the context for Pulaski County High School to make decisions supported by parents and the larger community.

At this time, PCHS is reflective of the fact that in order to continue the gains made since 2014, there is an explicit need for the expansion of our capacity to deliver additional targeted intervention supports. As turnaround research demonstrates, there is often a “plateau-effect” for schools making significant gains in a short time period, similar to PCHS. Researchers, like Richard Elmore, illustrate this plateau-effect through a deficiency in resources, failure to implement systems of continuous improvement, or a failure to integrate systems to meet students' unique needs. PCHS is arguably a textbook example of a school that with additional support, like SIG funding, will be able to enhance and refine the systems built over the three years (since the first SIG grant funding was provided), which have had dramatic results in the transformation effort.

A refrain throughout this grant's narrative is PCHS' efforts during the last five years. Upon reviewing the KDE Audit Report and other academic data in March 2012, Mr. Mike Murphy quickly identified the critical need for a system of interventions. Repurposing human capital and budgets, Principal Murphy and the Leadership Team consisting of an Education Recovery Leader, two Educational Recovery Specialists, two Assistant Principals, three Counselors, and one Curriculum Specialist, immediately embarked on an aggressive execution of math (ALEKS) and reading (Reading Plus) interventions. During this first year, Mr. Murphy, school leadership, staff and district leadership, in collaboration with KDE assigned leadership, enabled initial implementation of impressive introductory systems changes

for improved academic success resulting in recognition by the Kentucky Department of Education as a Distinguished High School and A Kentucky Hub School.

Since that time, Pulaski County High School has designed and implemented an organized and effective system of interventions for math and reading under the leadership of Mr. Murphy, and now Mr. Rodney McAninch. However, also important to note is the reduction in available support staff for the overseeing and management of the system. The now Distinguished School has only an Educational Recovery Leader assigned in place of the original three-person ER team.

Additionally, the district, and specifically Pulaski County High School has utilized a variety of external resources. Our Gear Up grant has supported two academic specialists to assist with college and career readiness. This grant will end in 2018. PCHS is also receiving additional district ESS funds to assist with tutoring, credit recovery, academic interventions, etc. Furthermore, the district has supported the school in its efforts to secure funding through several grants such as the KDE Novice Reduction Grant, which the school has obtained for 2016 and 2017. Funding has been provided for several years due to the school's HUB School status.

Pulaski County School District serves over 8,000 students, 68% of which qualify for free and/or reduced lunch rates. According to the most recent Kentucky Center for Education & Workforce Statistics over 23.3% of the County population lives in poverty, significantly above 18.8% for the overall state of Kentucky. 20% of the County population possess less than a high school diploma and only 17.1% have some college. As a result, it is vital to break the poverty cycle. We must provide our students with rigorous, engaging, and relevant educational opportunities; hence, ultimate improved college and career readiness pathways that lead to improved economic development. Our future depends on sustained and increased student achievement gains.

We have worked to decrease the number of students requiring individual interventions. Since receiving the first SIG grant in 2014, PCHS has reduced the number of students needing math interventions from 67% to 43%, and the percentage of students needing reading interventions from 52% to 39%. We must continue improving student achievement through expanding and improving targeted interventions according to the Kentucky Department of Education accountability metric – the Annual Measurable Objective (AMO), especially in the area of novice reduction and college/career readiness. PCHS's CCR rate has been at 100% since the 2013-2014 school year. However, with the changes to the current accountability model, we will need to revise our current system to meet the increasing target each year.

The School Improvement Grant funds will significantly further the ability of Pulaski County Schools to support PCHS in intervention enhancement and refinement to support the "whole-child" intervention network for specific students needing to increase their academic performance. We recognize the need for additional intervention support staff as our Gear Up Grant is scheduled to end in 2018. Even though the district is responsive to the school's staffing needs, there is not additional funding available for interventions and novice reduction personnel. Therefore, we are looking to increase our intervention support system for both academics and behavior to ensure yearly Gap reduction targets are achieved. As a result, School Improvement Grant will provide funding for an Academic Intervention Specialist and a College & Career Transition Coach and additional technology for access to blended reading and math intervention programs.

The Academic Intervention Specialist (one funded for a three-year term) will work to implement the Pulaski County Intervention System with school staff. Responsibilities may include, but not be limited to, the following: 1) Collaboration with school leadership, classroom teachers, and other intervention specialists. 2) Implement individual academic goal setting, mentoring, and progress monitoring for students needing math and reading interventions. 3) Monitor computer-based intervention systems within the classroom and provide one-on-one, small group, and whole-group direct instruction. 4) Communicate with individual students' support stakeholders, e.g., parents/guardians, Family Resource Youth Service Center, counselors, and classroom teachers.

The College & Career Transition Coach (one funded for a three-year term) will work to implement the Pulaski County Intervention System with school staff, ensuring that each student graduates college/career ready. Responsibilities may include, but not be limited to, the following: 1) Collaboration with school leadership, classroom teachers, and intervention specialists. 2) Implement individual academic goal setting, mentoring, and progress monitoring for juniors and seniors not meeting college readiness benchmarks and/or career readiness status. 3) Coordinate opportunities for students to participate in tutoring, extended learning, field trips, college visits, and career-related experiences. 4) Communicate with individual students' support stakeholders, e.g., parents/guardians, Family Resource Youth Service Center, counselors, and classroom teachers.

Our district is committed to providing the necessary resources aiding highly qualified instructors to support on-going student achievement and the ability to sustain and increase proven successes with blended research-based learning interventions, (ALEKS, Reading Plus and Lexia). These technology resources within the computer based programs/interventions enable "present-level" monitoring of student improvement and enhance the school's capacity to make data-based decisions related to student performance. Data analysis is a fundamental aspect of student achievement. PCHS analyzes data from MAP testing and the CERT practice ACT test to respond to the individual needs of students more quickly and in a way specifically targeted to their needs. PCHS has committed significant funding, resources, and human capital (such as repurposing classrooms, purchasing the necessary computers, assigning and training current staff to provide interventions, etc.) in order to create the infrastructure necessary to provide these technology resources to students. However, some of the technology is aging, and the school needs to begin moving toward a one-to-one technology model with the purchase of Chromebooks for students. Additionally, funding is needed to secure intervention programs such as ALEKS in order to ensure continued support for struggling students at their instructional level. Furthermore, providing additional access to effective online learning tools such as IXL will provide differentiated learning opportunities for students in math, reading, and language arts. SIG funding to purchase this needed technology will allow the school to maintain and improve its intervention system.

The district and school-level Leadership Team humbly submits this School Improvement Grant with the full appreciation that Pulaski County School System and Pulaski County High School has leveraged all available capacity into its current system of interventions. The SIG funding is vital to enabling a complete plan for a sustained system of continuous academic and economic development improvement for Pulaski County.

District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the grant cycle for the district. If a district chooses not to reserve funds for district level services, a line item budget must be submitted showing that no funds will be withheld.

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the schools' intervention model to address the causes and contributing factors to low student achievement at each of the schools.

No allocated funds will be held for district activities.

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

The following is an inventory of state and federal funding that is utilized to improve student achievement: SEEK Funding: Classroom Instruction; KETS: Technology; GEAR-UP: Kagan Cooperative Learning Professional Development and student/family support; Professional Development: Advanced Placement, Laying the Foundation training, Project Lead the Way, Math and Language Arts professional development, NGSS/STEMScope science training; Family Resource Youth Service Center: Coordinator; Carl Perkins: Career and Technical Education for college/career pathways - Title 1 provides funding for one full-time Curriculum Specialist providing academic mentoring, coaching and instructional leadership support for the entire school; Extended School Services: Tutoring, math and reading interventions, NWEA MAP Benchmark Assessments, Credit Recovery; district funds allocated for AP and Dual Credit; Project Lead the Way Energy Grant to add focus to Environmental Sustainability, Project Lead the Way Computer Science to expand the CS pathway; SIG – math and language arts interventions.

This SIG Grant funding will unify many of the services provided through these aforementioned state and federal funds. Specifically, the Academic Intervention Specialist (AIS) and a College & Career Transition Coach will maintain the support provided to the class of 2018 through the GEAR UP Grant and will extend that support to future classes beyond the expiration of the grant. Similarly, the AIS will work collaboratively with the Curriculum Specialist to better progress monitor data to better identify and support those students needing additional intervention. After three years of providing technology-based intervention supports, the Leadership Team recognizes a deficiency in the capacity of software alone to develop and sustain a relationship with one or more students to increase academic achievement at scale. Expansion to the tier 3 interventions will enable more students to become college/career ready. Tier 3 intervention supports will focus on practices supported by Hattie's research on effect size such as metacognitive strategies, direct instruction, positive teacher-student relationships fostered by more frequent one-on-one time, and individual goal setting. Thus, the AIS and the College & Career Transition Coach will be dedicated full-time to not only mentor academically, and progress monitor, but also improve the network of support for individual students to better leverage existing services available through state and federal funding.

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention model.

District staff dedicated to provide support and use of external resources include: the Superintendent; Assistant Superintendent of Student Services; Assistant Superintendent of Personnel and Facilities (Certified Evaluation Coordinator); District-level Curriculum and Instruction Team (Elementary Supervisor, Middle/High Supervisor; GEAR-UP Coordinator; Gifted Education Coordinator; Director of Programs: Migrant/ESL; Director of Special Education; Director of Technology; District-level School Psychologist; District Assessment Coordinator); Director of Finance; Director of Transportation; District Food Services Coordinator; District-level Truancy Case Manager (1/2 time); District-level Berea GEAR-UP Appalachia Parent Engagement Specialist; District-level Truancy Officer/Court Liaison. The following solely dedicated to PCHS by district: Three (3) PCHS Guidance Staff; PCHS Curriculum Specialist; PCHS Family Resource Youth Service Center (FRYSC) Coordinator; PCHS Nurse; PCHS School Resource Officer; Berea GEAR-UP Appalachia Link Crew Facilitator (1 period a day); GEAR-UP TRIO Educational Talent Search Coordinator; GEAR-UP Appalachia Academic Specialist; and over 200 students attending the Pulaski County Area Technology Center. A commitment by the Pulaski County Board of Education human capital resources with sustainable co-teaching staff and aides which include, but may not be limited to, regular classroom instructors, special education instructors, aides, AmeriCorps Volunteers, a math coach and technical intense support for all technology, as well as district-level facilitates support.

Transformation Model - Permissible Activities

Districts are not required to address “permissible activities”. However, if a district does include permissible activities it may do so in the spaces below.

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Beginning in March 2011, Superintendent Steve Butcher, district leadership and former principal Mike Murphy, as well as school-level leadership and all family and community resources leveraged all available capacity in the initial two year roll-out of a system of interventions. Since that time, current principal Rodney McAninch, district staff, and the PCHS Leadership Team have worked to sustain and strengthen the initial intervention system that Mr. Murphy implemented.

Preimplementation activities for this grant cycle will include work by the leadership team and lead intervention teachers to develop a PDSA protocol tailored to the needs of reading and math interventions. Additionally, in-house professional learning will be held for intervention teachers to ensure systems are aligned.

The SIG funding is vital to sustain a system of continuous academic and economic development improvement for Pulaski County. Pulaski County School District serves over 8,000 students, 68% of which qualify for free and/or reduced lunch rates. According to the most recent Kentucky Center for Education & Workforce Statistics 23.3% of the County population lives in poverty, well-above 18.8% for the overall state of Kentucky. 20% of the County population possess less than a high school

diploma and only 17.1% have some college. As a result, it is vital to break the poverty cycle – we must provide our students with rigorous, engaging, and relevant educational opportunities; hence, ultimate improved college and career readiness pathways that lead to improved economic development. Our future depends on sustained and increased student achievement gains.

Year 1 Budget

Please Note: You may only type in the gray areas.

District	District Name Here	
MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$

Year 2 Budget

Please Note: You may only type in the gray areas.

District	District Name Here	
MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$
233		\$

MUNIS Code	Description of Activity	Amount Requested
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$

MUNIS Code	Description of Activity	Amount Requested
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$
617		\$

MUNIS Code	Description of Activity	Amount Requested
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$

Year 3 Budget

Please Note: You may only type in the gray areas.

District	District Name Here	
MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$
233		\$

MUNIS Code	Description of Activity	Amount Requested
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$

MUNIS Code	Description of Activity	Amount Requested
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$
617		\$

MUNIS Code	Description of Activity	Amount Requested
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$

Year 4 Budget

Please Note: You may only type in the gray areas.

District	District Name Here	
MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$
233		\$

MUNIS Code	Description of Activity	Amount Requested
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$

MUNIS Code	Description of Activity	Amount Requested
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$
617		\$

MUNIS Code	Description of Activity	Amount Requested
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$

Year 5 Budget

Please Note: You may only type in the gray areas.

District	District Name Here	
MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$
233		\$

MUNIS Code	Description of Activity	Amount Requested
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$

MUNIS Code	Description of Activity	Amount Requested
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$
617		\$

MUNIS Code	Description of Activity	Amount Requested
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$

School Application

District Pulaski County
School Pulaski County High School

Please Note: You may only type in the gray areas.

Commitment To Serve

Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

While our school has experienced great successes over recent years in several areas of achievement, overall accountability scores have fallen somewhat in 2016 with the recent addition of Novice Reduction targets being factored into accountability. Our novice percentages have increased in reading overall from 21.6% in 2014-2015 to 25.2% in 2015-2016. Pulaski County High School only has two identified Gap groups for accountability, which are students qualifying for free/reduced lunch, and students with IEPs. 33.0% of students receiving free/reduced lunch, 61.5% of students with IEPs, and 33.2% non-duplicated Gap Group students scored novice in Reading. While novice percentages remain low in math, there has been a slight increase in that area as well, from 7.1% in 2014-2015 to 10.4% in 2015-2016. In math, 11.8% of students receiving free/reduced lunch and 35.0% of students with IEPs scored novice.

We are making gains in other areas, such as CCR; however, the reading and math data tells us that, while the systems we currently have in place are meeting the needs of a majority of our students, there is a portion of students who need an additional layer of supports. Clearly, by considering the sheer necessity of all students to have reading and mathematical skills to be successful in academics and careers, along with the focus on novice reduction at the state level, PCHS has identified the need for a highly-skilled Academic Intervention Specialist and a College & Career Transition Coach who can not only monitor the use of online programs, but also provide individual, small group, and whole group direct instruction on deficit skill areas. The work of these positions will focus on practices supported by Hattie's research on effect size such as metacognitive strategies, direct instruction, positive teacher-student relationships fostered by more frequent one-on-one time, and individual goal setting.

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspension and retention rates. Address dropout and graduation rates, if applicable.

The following metrics represent the major non-cognitive data for Pulaski County High School (PCHS):

- ☐ According to the 2015-2016 KY School Report Card:
 - o The 4-Year Adjusted Cohort Graduation Rate is 97.8%
 - o The dropout rate is 0.4%.

- ☐ Attendance:
 - o Student attendance is 93.2%

- o Teacher attendance 96.42%

□ Behavior data indicates:

- o The greatest numbers of referrals are due to defiance.
- o The second largest number of referrals are due to technology.
- o The third largest number of referrals are due to inappropriate language.
- o 68% of students have zero disciplinary referrals.
- o 18% have one referral.
- o 12% have two to five referrals.
- o 3% have six or more referrals.

The aforementioned non-cognitive data supports the image of the school as a stable and safe community. There is a strong commitment to see students through to graduation. Over the last four years, PCHS has fully implemented the Positive Behavior Intervention System (PBIS). However, our increased attention to discipline data and our refinements in the way referrals are documented by staff has shown an increase in the percentage of students with at least one referral. With the number one problem behavior being defiance, specifically incidents related to noncompliance, the leadership team recognizes that this increase is directly attributed to students' frustrations related to their inability to achieve success academically. In order to address this increase, PCHS leadership team has discussed the need for improved safety nets specifically those that facilitate teacher-to-student interventions which go beyond the use of computer-based software and allow for direct instruction targeted at students' deficit skill areas. Based on the research supporting direct instruction, such as John Hattie's work on effect size, the leadership team believes that this addition to our current structure of reading and math interventions will have a significant positive impact on student achievement and behavior.

Another non-cognitive data point worthy of mentioning is the decline in student attendance. Data from the 2015-2016 KY School Report Card shows student attendance averaging 93.2%. However, Infinite Campus reports from this year shows a decline each quarter, from 94.67% in the first quarter to 92.64% in the third quarter. This data supports the need for additional connections and behavioral supports to motivate students to attend school every day.

PCHS is an environment that is worth investing additional funds. The community is primed after five years of dramatic transformation to continue to accelerate student learning, because the systems and culture are in place for an on-going successful learning environment.

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

MAP data shows that 47% of students do not meet the fall 9th grade benchmark in reading, and 54% do not meet the benchmark for math. This data is certainly improving; MAP data from 2014 shows that 61% of students were not meeting the fall benchmark for reading, and 60% were not meeting the benchmark for math. However, with the improvement, there is still a substantial number of students who are not meeting benchmark at the beginning of their 9th grade year. Our system of interventions is making a positive impact, as demonstrated by the fact that by the time students graduate PCHS,

86.1% of them are college/career ready. However, the percentage of novice students on the English II and Algebra II EOC (25.2% and 10.4% respectively for 2015-2016) show the need for continued improvement, specifically the need to help students achieve proficiency earlier on in their high school career.

Significant to note among the CCR data is the 13.9% of students who graduated in 2016 without meeting benchmark, despite the fact that they were enrolled in required learning labs throughout their time at PCHS. This shows the need to improve our tiered system of supports for students who are not being successful under the current design. Specifically, our Tier III academic supports are lacking for students of low-socioeconomic status and students with IEPs. PCHS did not meet the reading or math novice reduction targets for students receiving free/reduced lunch or students with disabilities.

Another contributing factor to low student achievement is student attendance. The average percentage of students present at school is currently 93.2%, down from the 95.08% in 2014. PCHS's leadership team is currently exploring new options for encouraging student attendance at school. The leadership team believes that students who are seeing success in school will be more encouraged to attend regularly. Thus, a revision to the tiered system of interventions provided to students along with an incentives program will have a positive impact on attendance, and attendance will have a positive impact on overall student achievement.

Summarize the most recent Diagnostic Review results. Based on the results, identify the literacy and math resources and related supports that are needed based on the audit.

Per the Priority Status designation of Pulaski County High School (PCHS) in school year 2011-2012, the last Diagnostic Review was completed and has since guided PCHS' transformation efforts. Data indicates the need to focus our Response to Intervention work on:

- Increasing the percent of students who are successful in meeting benchmark through Tier I interventions (differentiation, curriculum alignment, assessment practices and data driven instruction).
- The need for Tier II interventions are clearly defined based on the Educational Planning and Assessment System (EPAS) and Measures of Academic Progress (MAP) data to better address those students who are in need of strategic and intensive support.
- The need for Tier III interventions to provide increased inclusion opportunities for special education students, as well as a behavioral intervention through Positive Behavior Intervention System (PBIS), or some other comprehensive system.

Since that time, PCHS has implemented a continuous improvement model through the professional learning communities. Teachers meet weekly to review the Plan, Do, Study, Act protocol utilizing data from common assessments. This protocol allows teachers the opportunity to reflect on what aspects of their instruction are effective, and what needs to change, providing them with ongoing, embedded professional development. Teachers share strategies for both accelerated learning opportunities and supports for students who are not being successful. Teachers identify individual students who are struggling academically and/or behaviorally and seek feedback from colleagues on ways to support these students. Both regular education and collaborating special education teachers participate in these PLCs and offer strategies for success, including those strategies to support students with disabilities and those with limited English proficiency. Our PLC protocol has received a best-practice award from KDE. Engaging in PLC work has had the greatest impact on the success of

our Tier 1 support system because it directly impacts all students. The data shows a substantial increase in achievement scores since that time (from 62.3 in 2011-2012 to 73.7 in 2015-2016.)

Another improvement made since the initial diagnostic review is to that of our Tier II interventions. A focused effort has been made to ensure that universal screening data is used to identify students needing additional supports in reading and math. Currently, students who do not meet MAP benchmarks are placed in a learning lab to receive interventions through computer-based programs in reading (Reading Plus/Lexia) and or math (ALEKS) blended with targeted, one-on-one directed instruction.

As is evident, PCHS understands the importance of intervention programs, and has already implemented interventions programs for literacy (Reading Plus) and math (ALEKS). There are currently multiple computers labs in operation to support the massive effort of providing these necessary interventions. This SIG Grant will help to both expand and sustain this important commitment to our students.

The third recommendation is the focus on Tier III supports, which is where we hope to expand our improvement efforts as supported by this SIG grant. Specifically, PCHS needs to add additional personnel and technology in order to improve student achievement with our most needy population. While progress monitoring is currently in place for learning labs, the current system is in need of refinement. A more strategic approach is needed to isolate specific deficit skills areas for individual students, and then to provide direct instruction in those areas. An effective progress monitoring tool, staff to review the data, and specialists to deliver the instruction to meet individual needs will be required in order to improve the Tier III supports. Additional intervention strategies to better meet the needs of students in this category is also needed. Evidence of this need is the fact that, for the 2015-2016 school year, PCHS did not meet the novice reduction target for any sub-population in reading or math.

Describe the process used to select the Transformation Model to meet the improvement needs of the school.

In 2011, the district chose to implement the transformation model in an effort to transform Pulaski County High School by replacing the principal with a highly capable principal with a track record of the potential to successfully lead a transformation. The district also recognized the components of transformation fit within the district's vision of school improvement by implementing a rigorous principal and staff evaluation and development system; reward staff who increase student achievement and/or graduation rates and remove staff who have not improved after ample opportunity; institute comprehensive instructional reform; increase learning time and applies community-oriented school strategies; and provide greater operational flexibility and support for the school. The model chosen has proven to have a positive impact on student learning at Pulaski County High School. The strategies in this model continue to be refined in order to ensure continuous improvement.

Transformation Model Required Activities

Please Note: You may only type in the gray areas.

Describe the process to replace the principal and select a new one. Documentation must be submitted verifying the hire date for the new principal.

The policies and practices of the administration – both centrally and within Pulaski County High School (PCHS) – support the schools vision, mission, and necessary operation of the school. In March 2011, the Kentucky Department of Education (KDE) labeled PCHS a Persistently Low Achieving School. Immediately, Superintendent Steve Butcher called upon Mr. Mike Murphy to take the helm at PCHS as Principal to build on his success at Pulaski Elementary, and to reestablish a tradition of excellence. Once this key human capital decision was made with regards to the executive leadership in PCHS, Superintendent Butcher met with the faculty of PCHS and set a tone for a new chapter in the school's history. From there, Superintendent Butcher, and the new Advisory Council – structured according to KDE's Priority School Status – allowed the necessary autonomy for Principal Mike Murphy to make the difficult and necessary human capital and budgetary decisions for improved performance.

In 2014-2015, after a very successful tenure at Pulaski County High School, Mike Murphy took a position as Educational Recovery Leader with KDE. At that time, Mr. Butcher named assistant principal Rodney McAninch as the head principal. Mr. McAninch has continued to build upon the systems in place at Pulaski County High School to ensure student achievement. Mr. Butcher remains as the chairman of the school's advisory council.

Identify the ways the principal will have flexibility in school operations (e.g., staffing, calendars/time, and budgeting) throughout the implementation of this plan to substantially improve student achievement in literacy and math.

When Principal Murphy came on-board in school year 2011—2012, he first reviewed the language defining the intent of the organization. Then he decided, in collaboration with the School Turnaround Team, Superintendent Steve Butcher, Educational Recovery Staff, and Advisory Council to not change it but rather live up to it. Pulaski County High School (PCHS) believes through its' vision that it is building a tradition of excellence one student at a time. Under Principal Mike Murphy – due in large part to the flexibility he had with regard to human capital, scheduling and resource allocation.

Mr. McAninch was selected as principal at PCHS in 2015. His team approach has proven successful as measured by the current accountability system. PCHS has maintained its rating as a Distinguished School since it was first achieved in 2013. Importantly, there is an increasing sense of pride from all stakeholders on the quality of educational services – the tradition of excellence – provided at Pulaski County High School. Due to his success, Mr. McAninch has been afforded the same flexibility to make improvements to existing systems. For example, the district does not require the school to operate on a certain daily schedule. In fact, PCHS operates on a 6-period day, trimester model, while the other high school in the county operates on a 5-period day. Furthermore, for the 2017-18 school year, Mr. McAninch and the leadership team made the decision to change the length of certain courses to meet the needs of the school in relation to proposed accountability changes. Some courses were changed from year-long to two trimesters, affording the school the opportunity to offer more elective courses. Additionally, in terms of personnel, the district provides teacher allocations, yet leaves decisions regarding how to best utilize those allocations to meet the current needs of the school based on data.

Describe how Kentucky's professional growth and effectiveness system will be used to offer a rigorous, transparent, and equitable evaluation system, resulting in necessary support structures for teachers and school leaders. Explain how each of the following components will be used in helping to assess the school's and staff's progress in meeting academic needs and goals: student growth data, multiple observation-based assessments of performance, formative data collection tied to student achievement, and increased high school graduation rates, if applicable.

For the past three years, Pulaski County School District has used Teacher Professional Growth and Effectiveness System and utilized the Danielson Framework to help teachers identify areas of strength and growth. Teachers have developed professional growth plans, student growth goals, participated in student voice surveys, peer observations, and received mini and full observations from school administrators. This process has allowed teachers to receive feedback from multiple sources, engaged them in a process of reflection and refinement, and opened conversations with colleagues. The entire process has had a positive impact on teaching and learning throughout the district, and especially at Pulaski County High School.

At PCHS, many of the systems have been aligned with components of TPGES. For instance, the PLC PDSA protocol has been revised over recent years to include student voice and teacher self-reflection. Mid-year and End-of-Year PLC protocols have been created to meet the needs of these required conferences. Informal walkthroughs are conducted using an Elements of Effective Classroom Learning Systems document, which was created at the school level and crosswalked with the Danielson Framework so that teachers understand how expectations are aligned with the Framework for Teaching.

At the district level, supports are in place that align with TPGES. For example, teachers new to the district participate in a Teacher Effectiveness And Mentoring (TEAM) program which provides support and training to teachers on many topics to ensure success.

Recently, Senate Bill 1 has returned responsibility of the evaluation process to the district level. Pulaski County School District will organize a committee to develop an effective evaluation process for all certified staff. Our district will continue to utilize the evaluation process for positive growth.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates. How does this align with Kentucky's professional growth and effectiveness system?

Pulaski County School District and Pulaski County High School currently recognize administrators, teachers and support staff who have had a positive impact on student achievement resulting in such success as increased student performance and graduation rate with our countywide PRISM award (Pulaski Recognizes Innovative Staff Members). Staff members at each school are also recognized for accomplishments during monthly board meetings as well as on the district's website, in the local newspaper, and through social media such as Twitter and Facebook. Additionally, staff members are recognized at district hosted events such as the Community Faith Breakfast, Work Ethics Seal Luncheon, etc. In addition, Pulaski County High School recognizes leaders, teachers, and other staff members who have a positive impact on student achievement through its 212° Award, given three times a year to teachers who are nominated and voted upon by their colleagues in the area of Continuous Improvement, Child Advocacy, Curriculum, and Leadership. Other practices already in

place include: breakfast and lunch hosted during Teacher Appreciation Week, breakfast provided on growth days, and a monthly drawing for a gift card for teachers with perfect attendance.

Furthermore, administrators and teachers who have had a positive impact on student achievement are rewarded by being selected for opportunities such as participation in the National Institute for School Leaders (NISL) and are selected for leadership positions within the district when they become available.

Explain the procedures the school will use to remove school leaders, teachers and other staff who, after ample opportunities, as evidenced through Kentucky's professional growth and effectiveness system, have been provided for them to improve, have not done so.

School leaders, teachers, and other staff are given ample opportunities to make improvements when needs are identified. Weekly PLCs provide teachers with a regular opportunity to identify areas for improvement and to reach out to colleagues for suggestions and support. Members of the leadership team are always present in the PLCs, and often offer support for teachers according to their need, whether it be to support in the area of addressing students who are exhibiting negative behavior or who have poor attendance, or by providing instructional strategies and financial support to ensure that each teacher has what he or she needs to be successful. Furthermore, the current evaluation system provides staff with opportunities to improve through the use of professional growth plans, peer observations, observation data, and conferences with the evaluating principal. Professional learning opportunities are provided for staff, of which they have choice in selecting relevant activities, which can help them to improve.

If, with these opportunities, a staff member would still fail to show improvement, a corrective action plan can be utilized to press for changes to be made. If the staff member did not meet the requirements of the plan and/or scores in the Low Growth range for three years as specified in the District Certified Evaluation Plan, that employee could be dismissed. Going forward, the evaluation systems will continue to be the gauge and mechanism for ensuring continuous improvement, and corrective action if necessary.

Describe job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.

The school's advisory council participates in annual, systemic, formal professional development – six hours for new members, and three for returning – whereby the members engage in continued growth in fiscal management, decision-making, evaluation and conflict-resolution.

In the summer, Pulaski County High School hosts professional development (PD) days whereby teachers are trained on new technology resources, interdepartmental literacy standards and strategies, and are provided with time for vertical and horizontal curriculum alignment. Additionally, a district professional development focus has been Kagan Cooperative Learning Training, Days 1-5, as well as Kagan Coaching Training and Kagan Cooperative Meeting Training for Administrators. Kagan Cooperative Learning focuses on structures for engaging students through cooperative learning. Kagan groups students into heterogeneous student teams, which research indicates is an effective way to help lower-performing students to achieve at higher levels. In training days 1-5, teachers learn everything needed to operate their classroom using Kagan.

Within the school calendar, the district schedules five days for teachers to work without students. These are labeled as "growth days," communicating the expectation that the days be used for professional growth activities. A portion of these days are used for district topics, while the remainder of the days are left for school-specific activities. The school uses state assessment data, interim benchmark assessment data, PLC data and conversations to identify the best use of these days. Sessions are scheduled for a variety of topics centered upon student achievement and PBIS supports, which are usually led by members of the leadership team as well as teachers and other support staff.

Most significantly, through the Professional Learning Community (PLC), PCHS facilitates job-embedded professional learning. Teachers, are engaged in a protocol which requires them to identify those students meeting expectations on unit summative assessments and those who are not. Then, teachers are asked identify specific re-teaching, and/or scaffolding, strategies to reach students on performance spectrum; defined as 100 to 90% for mastery; 89 to 80% meeting; 70 to 79% approaching; and 69 to 0% as not meeting. Teachers discuss the data and strategies together ways that focus on extending student success in meeting the standards. Teachers also engage students on their performance data, informing them of their standing and engaging them on future goals. Finally, as is a mantra of the school originally communicated by Mr. Murphy, the PLC allows us to look no more than "twenty feet from the problem" to find the answer. The space and time of the PLC affords a professional venue of collaboration and enhancement so that methods, strategies and challenges may be shared, discussed and revised. PCHS's PLC protocol has been recognized by receiving a KDE Best Practice Award.

After all professional learning opportunities -- including summer PD, growth days, and every PLC, staff has the opportunity to provide feedback to the leadership team and colleagues through an anonymous feedback form. Members of the leadership team compile feedback and respond to the comments. This allows the team to reinforce the school's vision, gives teachers another avenue for providing praise and suggestions for improvement, and extends the professional learning conversation beyond the meeting/training.

Identify and describe the strategies (i.e., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

According to the per pupil funding set by federal and state law, Pulaski County High School's Assistant Superintendent organizes bi-annual roundtable discussions with each school's administration to determine human capital needs. Surrounding these discussions are clear policies – per federal, state and local jurisdictions – that are followed to ensure adequate and proper hiring of qualified staff.

Additional professional development is available to first-year teachers to the Pulaski School System through the Teacher Effectiveness and Mentoring (TEAM) process, which is intended to build a sense of success in teachers so that highly-effective teachers return year after year. TEAM meets monthly, and does an excellent job of orienting teachers to the system's policies and expectations – "this is the Pulaski County way." Additionally, the primary and secondary Directors of Curriculum demonstrate the 'how to' of the multitude of resources that the school system has thoughtfully committed itself to making available. These TEAM meetings include topics such as: PDSA, Growth Mindset, GradeCam and other technology, PBIS, as well as grade/subject specific interventions.

For those teachers who are interested in serving in a leadership capacity, there are a variety of opportunities. Teachers often lead professional development sessions, sit as chairpersons on a variety of committees, and serve as department chairs. Furthermore, the opportunity for promotion to other positions within the school and district is ample.

Describe the research based literacy and math programs to be implemented. Describe how they are vertically aligned by grade level and state academic standards to address the previously identified causes and contributing factors to low student achievement.

The National Science Foundation funded research from the mid-1980s to early 1990s has informed the design of Assessment and Learning in Knowledge Spaces (ALEKS). ALEKS is based on the Knowledge Space Theory. This theory is predicated on the research in mathematical cognitive science of Professor Jean-Claude Falmagne at New York University, and Professor Jean-Paul Doignon at the University of Brussels. Out of this research, Falmagne then went on to develop ALEKS using the Knowledge Space Theory, and is now one of the most commonly used and successful intervention programs for mathematics on the market.

Our primary reading intervention programs are Reading Plus and Lexia, which like ALEKS has substantive research supporting its' design and application. Lexia and Reading Plus emphasize and meet all the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read. In addition, a sixth strand targeting "Structural Word Analysis" helps form the bridge from decoding skills to advanced vocabulary and comprehension. Lexia, targeted for a great majority of our Tier III students, and Reading Plus spanning Tiers II and III, provide explicit, systematic, personalized learning in each area of reading instruction, and deliver norm-referenced performance data and analysis without interrupting the flow of instruction. One of the primary test studies legitimizing Reading Plus was Dade County Public Schools, where an independent analysis studied third through tenth graders verified positive growth through the intervention program; PCHS is experiencing similar results.

Lexia, Reading Plus and ALEKS are designed specifically to meet the Common Core and our rigorous Kentucky state standards. These research-proven, blended learning approaches accelerate math and reading skill development, predict students' year-end performance and provide our teachers with data-driven action plans to help differentiate instruction for on-going improvements. Lexia and Reading Plus follow recommendations by the National Reading Panel, Reading First, and leading experts. All programs are designed to be teacher led with blended short-term, one-on-one, or small group intervention sessions.

District data analysis clearly indicates a critical need to accelerate math and reading achievement for Students with disabilities to enable an improved instructional delivery and greater success for vertical transitions from elementary through postsecondary. The selection of ALEKS, Lexia and Reading Plus supports our core instruction and improved delivery of services for all students e.g., regular classroom students, students with Individual Education Plans, free and/or reduced lunch students, and English Language Learners.

Describe the plan/process to continuously use student data (i.e., formative, interim, and summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of schoolwide response to intervention.

The Quarterly Report is a primary driver used to achieve the process of continuous improvement. Completing the Quarterly Report focuses the leadership team's decision-making to the absolute priorities, because the data analysis required in the plan is a self-evident road map. This plan led to the development of tiered interventions, which included a Professional Learning Community (PLC) for Tier One and the technology and programs (Reading Plus, Lexia and ALEKS) for Tier II. Most recently, this plan has revealed the need for a better-developed Tier III system of intervention.

Through the PLCs and the Plan, Do, Study Act (PDSA) systems, teachers must reflect in cooperation with their colleagues through a deep reflection on their students' data. In addition to reflection on criterion-referenced unit assessments, the PLC also serves as the venue to analyze and apply lessons learned from norm-referenced assessments.

Most recently, we've taken a deep-dive into Measures of Academic Progress (MAP) analysis, and training on the use of the Next Generation Student Profile Report in order to assist in individual student goal setting. By analyzing both norm and criterion-referenced assessments within the PLC a continuous cycle of improvement occurs whereby teachers and administrators are able to identify trends and obtain a more complete picture of the quality of instruction and programs that support student learning – out of this conversation, teachers are able to compare and contrast methods and strategies, relative to one another's data, and improve their teaching.

PCHS has an organized RtI Team that meets twice each trimester. We review multiple sources of data, including: state assessment, MAP, attendance, graduation rate, student grades, CCR, intervention, credit recovery, behavior, etc. At each meeting, an RtI report card is completed and submitted to the district level for review.

MAP and ACT data is the reference point for our Tier II intervention system, whereby students not meeting benchmark are scheduled into a math or reading intervention class. As previously discussed, half of our students are in need of at least one of these interventions. The additional SIG funding will further PCHS' recent successes through the refinement of Tier I and Tier II interventions, and the development of Tier III intervention structures. One reliable data source to reinforce this is the increase in the percentage of students meeting CPE benchmarks on the ACT over last three years. In Reading, percentage meeting benchmark has increased from 48.8% in 2014 to 55.6% in 2016. Unfortunately, math scores are not comparable because of a change in policy regarding the use of ZOOM Math. However, preliminary data from the March administration of the ACT indicates a significant increase in the percentage of students meeting benchmark in math, as well as in reading. The growth in ACT demonstrates that the transformation effort – including data-driven scheduling, math and literacy interventions, PLCs, and now Tier II supports is working and thus is a sound investment for additional SIG funding.

Describe the schedules and strategies implemented to increase learning time (i.e., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).

PCHS operates on a six-period-a-day, trimester schedule in order to allow students the best opportunity to participate in a variety of course studies. This schedule also enables students to be scheduled in a learning lab for reading and/or math intervention as needed. Students who have not met reading and/or math benchmark on MAP (for grades 9 through 11) or ACT (for grade 12) are

enrolled in an intervention for one period of the day each trimester until they demonstrate grade-level mastery by meeting said benchmark.

Teachers are assigned to classes based on their instructional skills set, in order to best meet the needs of our students. Those who have demonstrated success in enabling students to improve in deficit skill areas are scheduled to teach learning labs (interventions for underclassmen) and college readiness for math and reading for seniors. Additionally, students who collaborate most effectively with one another are paired for co-teaching classes in English and math.

Teachers also provide ESS tutoring before and/or after-school to assist struggling students. ESS funds are also available through a daytime waiver to offer intervention opportunities during the school day.

PCHS has been creative in scheduling additional learning time, such as a summer novice reduction program, which was initiated in summer 2016 and will continue in summer 2017. This program allows students who struggle in reading and/or math to have additional supports provided before the beginning of the school year to prevent the "summer slide" that so many students experience during the gap in instruction.

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s') improvement plan for the grant's duration.

Family and community supports are a key component for on-going student success at Pulaski County High School. A team of district and school staff developed the intervention model described in the School Improvement Grant for Pulaski County High School, including our Superintendent, Assistant Superintendents, principal, school leadership team, KDE Educational Recovery Leader, staff from district level curriculum, finance and human resources. The plan has been reviewed multiple times for content and budget checks. Additionally, data from AdvancED student surveys, AdvancED parent surveys, AdvancED staff surveys, AdvancED Stakeholder Feedback Report, Career and Technical Advisory Team feedback, Family Resource Center (FRC) parent and community survey data and TELL Survey were analyzed to assist in identifying the school's priority needs to improve student achievement and promote student success.

The transformation initiative outlined in the School Improvement Grant will continue to be monitored on a quarterly basis each year. Student progress will be measured using the assessment system described above and through Progress Notes in ASSIST documenting the improvement strategies listed in the Pulaski County High School Comprehensive School Improvement Plan and goal, objective and/or activity progress.

Progress will be monitored by the school leadership team, RtI Team, and advisory council, which consists of parents, teachers and administrators. Adjustments to the intervention strategies will be made based on the quarterly progress reports, as well as additional assessment data from MAP, Reading Plus, ALEKS and LEXIA. The quarterly progress reports will be shared with the school faculty, advisory council, Superintendent, Assistant Superintendents, feeder middle school administration, district level curriculum team and student services staff.

Identify the intensive technical assistance and support provided to the school by the district.

District staff dedicated to provide support and use of external resources include: the Superintendent; Assistant Superintendent of Student Services; Assistant Superintendent of Personnel and Facilities (Certified Evaluation Coordinator); District-level Curriculum and Instruction Team (Elementary Supervisor, Middle/High Supervisor; GEAR-UP Coordinator; Gifted Education Coordinator; Director of Programs: Migrant/ESL; Director of Special Education; Director of Technology; District-level School Psychologist; District Assessment Coordinator); Director of Finance; Director of Transportation; District Food Services Coordinator; District-level Truancy Case Manager (1/2 time); District-level Berea GEAR-UP Appalachia Parent Engagement Specialist; District-level Truancy Officer/Court Liaison. The following solely dedicated to PCHS by district: Three (3) PCHS Guidance Staff; PCHS Curriculum Specialist; PCHS Family Resource Youth Service Center (FRYSC) Coordinator; PCHS Nurse; PCHS School Resource Officer; Berea GEAR-UP Appalachia Link Crew Facilitator (1 period a day); GEAR-UP TRIO Educational Talent Search Coordinator; GEAR-UP Appalachia Academic Specialist; and over 200 students attending the Pulaski County Area Technology Center. A commitment by the Pulaski County Board of Education human capital resources with sustainable co-teaching staff and aides which include, but may not be limited to, regular classroom instructors, special education instructors, aides, AmeriCorps Volunteers, a math coach and technical intense support for all technology, as well as district-level facilitates support.

A rural school in a district receiving funds under Title VI, Part B, Subparts 1 or 2 (the Rural Education Achievement Program) may modify one required element of the Transformation Model. This modification must meet the intent of the originally required element. If the school elects to take advantage of this flexibility, describe the following. ***Note: This flexibility only applies to schools in districts receiving REAP funds and it is not required to address this question.***

1. What is the element to be modified?
2. How will the element be modified?
3. How does this modification continue to meet the intent of the originally required element?

We do not wish to make a change to the required elements.

Schools are not required to address “permissible activities”. However, if a school does include permissible activities it may do so in the spaces below.

Transformation Model - Permissible Activities

Please Note: You may only type in the gray areas.

Describe the new governance structure (i.e., hire turnaround leader, contract with a management company, SBDM Council loses authority) and why it was selected.

In March, 2011, the Kentucky Department of Education designated PCHS as a Persistently Low-Achieving School. PCHS' Priority School status mandated the replacement of the principal and the dissolution of the Site-based Decision Making Council (SBDM). The Superintendent, in effect, took the authority of the SBDM, while the Principal solicited some input from a newly formed Advisory Council. Under this construct, Superintendent Steve Butcher gave Principal Mike Murphy the latitude to remove faculty and staff that demonstrated an unwillingness to buy into the transformation vision. The transitioning out of several personnel improved the climate, culture and performance of PCHS,

so much so that the school has been rated Distinguished since 2013 based on KDE's accountability model. The sense of urgency, unquestioned authority to facilitate a vision of college and career readiness for all students, as well as a renewed sense of purpose and pride helped transform PCHS into a wonderful place to teach and learn.

When Principal Murphy came on-board in school year 2011-2012, he first reviewed the language defining the intent of the organization. Then he decided, in collaboration with the School Turnaround Team, Superintendent Steve Butcher, Educational Recovery Staff, and Advisory Council to not change it but rather live up to it. Pulaski County High School (PCHS) believes through its' vision that it is building a tradition of excellence one student at a time. Under Principal Mike Murphy – due in large part to the flexibility he had with regard to human capital, scheduling and resource allocation, PCHS in two academic cycles went from ranking in the bottom five percent to a Distiguated School.

When Mr. Murphy accepted a position as Educational Recovery Leader with KDE in 2015, Mr. McAninch was selected as the principal of Pulaski County High School. Since then, he has refined many of the systems in place and has expanded the focus on improving GAP scores, specifically through novice reduction, improving student attendance, and graduation rate. Mr. McAninch has been afforded the same flexibility in decision making and support from district office to ensure decisions focus on student achievement and making gains in the areas of focus. Importantly, there is an increasing sense of pride from all stakeholders on the quality of educational services – the tradition of excellence – provided at Pulaski County High School. As mentioned above in review of MAP and ACT data related to literacy and math, there is tremendous need for additional resources to support the gains necessary in reading and math; where PCHS has the growth needed among the four accountability categories of KDE's AMO.

Describe the district plan to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal.

Transfers of certified personnel shall be made by the Superintendent, who, at the first meeting following the transfer, shall notify the Board of same. Such notification shall be recorded in the Board minutes. No personnel action shall be effective prior to receipt of written notice of the action by the affected employee from the Superintendent.

Prior to the transfer of a certified employee, the Principal of the school in which the certified employee is then placed will discuss with the employee the fact that a transfer is being considered. The decision to transfer a certified employee remains within the sole discretion of the Superintendent. Transfer or reassignment of certified personnel will be made no later than thirty (30) days before the first student attendance day of the school year except to fill vacancies created by illness, death, or resignations; to reduce or increase personnel because of a shift in school population; to make personnel adjustments after consolidation or merger; or to assign personnel according to their major or minor fields of training.

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

The transformation initiative outlined in the School Improvement Grant will continue to be formally monitored on a Quarterly basis each year. Student progress will be measured using the assessment system described above and through Progress Notes in ASSIST documenting the improvement

strategies listed in the Pulaski County High School Comprehensive School Improvement Plan and goal, objective and/or activity progress.

Progress will be monitored regularly by the school's leadership team and Rtl Team. Adjustments to the intervention strategies will be made based on the quarterly progress reports, as well as additional assessment data from MAP, Reading Plus, ALEKS and LEXIA. The quarterly progress reports will be shared with the school faculty, advisory council, Superintendent, Assistant Superintendents, district level curriculum team and Pulaski County Board of Education.

Additionally, the PLC protocol engages teachers in the weekly monitoring and adjustment of curriculum based on data collected from formative and summative assessments. PLC minutes are provided to district staff for monitoring purposes.

As standards change and the accountability model is revised, the district provides professional learning opportunities to design and deliver an aligned curriculum. For instance, with the introduction of Next Generation Science Standards, the district has supported curriculum implementation by introducing the Stemscores program and providing training and support to teachers related to the program.

Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.

Professional Learning opportunities closely adhere to the Learning Forward standards by Kentucky Department of Education (KDE), which enable educators to increase their effectiveness and student learning. The PL opportunities for teachers and leadership will assist the school in meeting proficiency and reducing achievement gaps as aligned to the Comprehensive School Improvement Plan (CSIP) and district's plan. Additional Professional Embedded Learning includes, but is not limited to, the following: professional learning based on teacher growth needs; professional learning communities; ongoing support from Central Office, district special education director; ongoing support by providing resources in a variety of manners, such as periodic sessions via webinars, face-to-face meetings, etc.

A district professional development focus has been Kagan Cooperative Learning Training, Days 1-5, as well as Kagan Coaching Training and Kagan Cooperative Meeting Training for Administrators. Kagan Cooperative Learning focuses on structures for engaging students through cooperative learning. Kagan groups students into heterogeneous student teams, which research indicates is an effective way to help lower-performing students to achieve at higher levels. In training days 1-5, teachers learn everything needed to operate their classroom using Kagan.

Within the school calendar, the district schedules five days for teachers to work without students. These are labeled as "growth days," communicating the expectation that the days be used for professional growth activities. A portion of these days are used for district topics, while the remainder of the days are left for school-specific activities. The school uses state assessment data, interim benchmark assessment data, PLC data and conversations to identify the best use of these days. Sessions are scheduled for a variety of topics centered upon student achievement and PBIS supports, which are usually led by members of the leadership team as well as teachers and other support staff.

The district also supports PCHS's efforts through professional learning communities, which allows teachers the opportunity to reflect on what aspects of their instruction are effective, and what needs to change, providing them with ongoing, embedded professional development. Teachers share strategies for both accelerated learning opportunities and supports for students who are not being successful. Teachers identify individual students who are struggling academically and/or behaviorally and seek feedback from colleagues on ways to support these students. Both regular education and collaborating special education teachers participate in these PLCs and offer strategies for success, including those strategies to support students with disabilities and those with limited English proficiency.

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

- Dual credit scholarship: all students have the opportunity to take six college hours per year at no charge as a part of this scholarship provided by KY Workforce Development.
- AP Open Enrollment: Pulaski County School District has an open enrollment policy for all advanced course work, including Advance Placement courses. The district pays half of the exam fee for all students. For students who demonstrate financial need, all fees are paid.
- Pulaski County School District provided \$20,000 per school to cover additional costs for dual credit and AP coursework. This money can be used for textbooks, additional tuition and fees, etc.
- GEAR-UP Educational Talent Search (ETS): Targeted support services to limited-income and first-generation, college bound students to promote opportunities to seek higher education.
- Middle School Scheduling Process: High school counselors meet with middle school classes to share scheduling information and answer questions. Next, 8th grade students visit the high school and Area Technology Center to observe career pathways and course options. Finally, high school counselors, teachers, administration, GEAR-UP specialists, and district staff meet with 8th graders individually to review academic data, discuss career pathways, interests, high school course pre-requisites and course descriptions. At this time, staff members enter scheduling requests for each student.
- GEAR-UP: Academic Specialist school level goals: Objective 1.1 - 60% of students will exhibit academic improvement. Objective 1.2 - 33% annual increase in number of qualifying AP scores. Objective 2.1 - 94% of students will graduate from high school. Objective 2.2 - 67% of students will attend college. Objective 3.1 - 90% of GEAR UP students will engage in college planning activities. Objective 3.2 - 85% of GEAR UP parents will indicate they're knowledgeable about the costs of higher education.
- Kentucky Operation Preparation career pathway workshops/seminars for middle and high school students to expose students to career fields. This is used in conjunction with Individual Learning Plans (ILPs).
- Bridge to Success: College and career awareness seminars/workshops hosted at The Center for Rural Development for all 8th and 10th grade students. (Advanced Placement, KHEAA, International Baccalaureate Governor's Scholars, Rogers Scholars, Dual Credit and Career Technical/ Area Technology Center pathways)
- Bridge to Success Parent Information Night (Gatton Academy, Honors Programs, Advanced Placement and Engineering Pathways)
- KHEAA Seminars for 11th and 12th grade Students – Your Map to College, It's Money Baby, and Getting In Presentations as well as FAFSA support.
- Eighth grade students may complete Health class during their eighth grade summer – this allows

students increased elective opportunities in career pathways during high school.

- High school credit for 8th grade students taking Algebra 1 and Integrated Science

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

- Kentucky Operation Preparation for feeder middle school students: with Individual Learning Plan career pathway workshops/seminars.
- One-on-One at Northern Middle: Team of (10-15) teacher and administrators from PCHS faculty/staff meet one-on-one with 8th grade students to discuss schedule interests, student data, college and/or career pathways and goals beyond high school.
- GEAR-UP Boomerang Freshman Orientation: Link Crew: Personal invitations to all incoming freshmen – Four-hour orientation with freshmen introductions to their respective Link Leader and completion of multiple team building activities. (Link Crew wear shirts the first days of school to help 9th graders identify them as those who can help them navigate the building.)
- GEAR-UP Educational Talent Search (ETS): Targeted support services to limited-income and first-generation, college bound students to promote opportunities to seek higher education. This year, 192 students 9th -12th grades are being served through the program.
- PCHS' Counselors meet and discuss transition with 8th grade teachers.
- Counselors meet with all 8th grade students in small groups and review scheduling process, diploma types, MAP, college and/or career pathways and college/career benchmark requirements.
- Eighth grade students tour PCHS and Pulaski Area Technology Center: current PCHS/PATC students and instructors host informational workshops regarding multiple career tracks.
- PCHS Counselors/administrators present high school, college and career readiness workshops at feeder middle school's (Northern Middle School) parent night.
- PCHS incoming freshmen and parent night.
- Bridge to Success: College and career awareness seminars/workshops hosted at The Center for Rural Development for all 8th and 10th grade students. (Advanced Placement, KHEAA, International Baccalaureate Governor's Scholars, Rogers Scholars, Dual Credit and Career Technical/ Area Technology Center pathways)
- Bridge to Success Parent Information Night (Gatton Academy, Honors Programs, KHEAA, Pulaski County Area Technology Center)
- KHEAA Seminars for 6th through 12th grade Gifted Students – Your Map to College, It's Money Baby and Getting In
- Eighth grade students may complete Health class during their eighth grade summer – this allows students increased elective opportunities in career pathways during high school.

Describe strategies to increase graduation rates.

- Pulaski County Intervention System (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. At the school level, the Rtl team meets twice each trimester to review school-level and individual student data in order to ensure that all students are making progress toward graduation.
- Reading and math intervention supports are provided to all students. Students not meeting benchmark according to MAP and/or state assessment data are scheduled into a learning lab to receive appropriate interventions until they demonstrate proficiency through meeting benchmarks

on the appropriate grade-level assessment.

- Other measures to ensure that all students are making progress toward graduation include: a Tier III alternative setting classroom designed to help students who need a smaller setting to be successful; Tier II Behavior Support programs such as Check and Connect and Back on Track; as well as Tier II Academic Supports such as alternate credit options and credit recovery are offered for students who lack sufficient credits to graduate and/or have been identified as having extenuating circumstances.
- Truth and Consequences: The Choice is Yours is a two-hour/four-track event. This educational enrichment event targets 10th grade students at both high schools each year impacting approximately 700 students. Our goal is to help educate our students to make safe and healthy choices as well as reducing substance abuse and law-related offences.
- Random Drug testing is a proactive approach that gives students an “out” to the peer pressure of drug use. Students can use the excuse that they are part of the random drug testing program and therefore, can say “no” to drugs. Testing is completely confidential. Pulaski County Schools partners with Pulaski County KY-ASAP to provide this program for students.
- GEAR-UP Appalachia - Boomerang with Link Crew. Link Crew is a year-long transition program with four components: High School Orientation- students are paired with a mentor (Link Leader). The High School Transition Program promotes school safety and anti-bullying. Link Crew provides a structure in which students make real connections with each other thus increasing school safety and reducing incidence of bullying with anti-bullying education. Through this program, PCHS freshmen learn that people at school care about them and their success and leaders experience increased self-esteem as well as overall character development. Link Crew is the high school transition program targeted to increase attendance, decrease discipline referrals and improve academic performance. Additionally, Link Crew encompasses academic follow-ups, social follow-ups and Link Leaders initiated contacts.
- GEAR UP Academic Specialists work one-on-one with students to ensure they meet benchmarks and are prepared to graduate college/career ready.
- Partnership with community organizations such as: God’s Food Pantry; Project 58:10 (Weekend Backpack Program); AIM Pregnancy Center; Pulaski County Mental Health Center; Bethany House Abuse Center; Pulaski Emergency Relief Center; Phoenix Preferred Care; In-Trust; Somerset Mental Health; Lake Cumberland Hospice
- Department for Vocational Rehabilitation: Community Based Work Transition Program

Even though a variety of supports are in place to ensure student graduation, the PCHS leadership team identifies attendance as an area for growth. With SIG grant funding, we hope to expand attendance incentives and recognition in order to positively affect student graduation.

Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

- National School Lunch Program: Free breakfast, lunch and dinner for all students beginning in the 2013-2014 school year.
- Pulaski County Intervention System (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.
- Pulaski County High School Student Celebration Committee: The Celebration Committee is comprised of teachers, parent, administrators, and staff with a central focus to recognize and reward students for academic growth and accomplishments.

- MAP Benchmark Recognition: Students in grades 9,10 and 11 are rewarded twice yearly (winter and spring) if they show improvement in the Reading and/or Math scores from Fall to Winter, and from Winter to Spring.
- Attendance Recognition: Students who have good attendance, in combination with good grades and behavior, are eligible through the PBIS program to be rewarded with prizes.
- ACT Benchmark Recognition: Juniors who meet benchmark in all areas of the state administered ACT assessment are rewarded with an out-of-school field trip.
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- School Resource Officer Program – Placement of certified law enforcement officer in school through a collaborative partnership with the Pulaski County Sheriff's Office.
- Random Drug testing is a proactive approach that gives students an "out" to the peer pressure of drug use. Students can use the excuse that they are part of the random drug testing program and therefore, can say "no" to drugs. Testing is completely confidential. Pulaski County Schools partners with Pulaski County KY-ASAP to provide this program for students.
- Truth and Consequences: The Choice is Yours -A two-hour/four-track event. This educational enrichment event targets 10th grade students each year. Our goal is to help educate our students to make safe and healthy choices as well as reducing substance abuse and law-related offences.
- Pulaski County High School utilizes Positive Behavior Supports and Interventions (PBIS) through the Kentucky Center for Instructional Discipline. This network provides behavioral structures that ensure a safe school environment. The PBIS team meets monthly to review behavior data and discuss any safety concerns. PBIS guidelines are reinforced with staff via the Monday Morning Newsletter provided from KY PBIS Network, and with students via: morning announcements, signs posted throughout the building, and PowerPoints shared at the beginning of each trimester and reviewed after long breaks.
- PCHS partners with the KY Center for Instructional Discipline and Kentucky State Police and participates voluntarily in safe school audits to ensure that procedures and structures are in place for a safe school.
- An emergency response system has been provided by a local security company (Modern Security) that notifies district and school administrators, police, and local emergency response authorities of any security breach. This system is called Operation Safety Blanket and is implemented in all Pulaski County Schools.
- All staff participated in Active Shooter Training provided by Kentucky State Police before the beginning of the 2016-17 school year. This training was held at our school to ensure accurate escape routes and planning. Training activities emphasized decision making for the safety of staff and students during an active shooter incident. Overwhelmingly, staff reflected that this was one of the best trainings ever provided.

Describe the strategies implemented to improve school climate and discipline.

- Continuous Improvement has been the mantra of PCHS for several years. This ideology and growth mindset is reinforced through a number of ways. The PLC process engages teachers in a weekly conversation centered upon continuous improvement. Students are engaged in this idea through individual and classroom-level data analysis, goal setting, and rewards for growth.
- Staff members are celebrated for their achievements. Staff members nominate one another for the 212 Awards three times a year. These awards are given in the areas of Child Advocacy, Continuous Improvement, Curriculum, and Leadership.
- Students are recognized for their achievements through a variety of ways. Teachers send home positive notecards each week to recognize students for behavior, academics, small improvements, or grand accomplishments. Students are also recognized at end-of-year awards ceremonies where they receive Maroon Awards and recognition for other accomplishments.
- Seniors who have earned scholarship offers or have committed to military service are recognized during a "College Signing" event. College representatives are present to welcome students by officially signing letters of intent. Staff, parents, and members of the community are invited to the celebration.
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- Mr. McAninch reinforces the vision, communicates pertinent information, and shares reminders of important weekly events each Monday through the Maroon Memo emailed to staff.

Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.

For the past twenty years the Pulaski County School System has provided high quality, full-day kindergarten instruction districtwide. In addition, our leadership invests in a districtwide, robust early learning initiative with pre-school; hence, an improved transition to kindergarten enabling solid educational foundational skills. We believe our kindergarten initiative assists in closing the achievement gaps, increasing student achievement in math and reading, improved progress in social skills for disadvantaged and low-income students and increase long-term student achievement; hence, greater graduation success rate.

Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.

Pulaski County School District's follows the Kentucky Department of Education's state guidelines for per-pupil schools-based budget formula with 3 1/2 % SEEK based according to the respective school's ADA.

Grants, such as this School Improvement Grant, are sought out in order to provide the additional supports for student needs, especially those most at-risk. The district also allocates Title I funds to PCHS in order to support student needs, as well as ESS funds, and the purchase of programs essential to identifying students at-risk such as MAP.

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

As discussed in previous responses, beginning in March 2011, Superintendent Steve Butcher, district leadership and former principal Mike Murphy, as well as school-level leadership and all family and community resources leveraged all available capacity in the initial two year roll-out of a system of interventions. Since that time, current principal Rodney McAninch, district staff, and the PCHS Leadership Team have worked to sustain and strengthen the initial intervention system that Mr. Murphy implemented.

Pre-implementation activities for this grant cycle will include work by the leadership team and lead intervention teachers to develop a PLC PDSA protocol tailored to the needs of reading and math interventions for Tier II & III instruction. Even though Tier II is well defined, there is still room for improvement, and Tier III needs some additional development and refinement. Additionally, in-house professional learning will be held for intervention teachers to ensure systems are aligned. Lastly, a committee will be formed to develop a system of incentives to encourage student attendance.

The SIG funding is vital to sustain a system of continuous academic and economic development improvement for Pulaski County. Pulaski County School District serves over 8,000 students, 68% of which qualify for free and/or reduced lunch rates. According to the most recent Kentucky Center for Education & Workforce Statistics 23.3% of the County population lives in poverty, well-above 18.8% for the overall state of Kentucky. 20% of the County population possess less than a high school diploma and only 17.1% have some college. As a result, it is vital to break the poverty cycle – we must provide our students with rigorous, engaging, and relevant educational opportunities; hence, ultimate improved college and career readiness pathways that lead to improved economic development. Our future depends on sustained and increased student achievement gains.

Actions

Please Note: You may only type in the gray areas.

Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.

First of all, Professional Learning Communities (PLC) will continue to be monitored. Stakeholders from within PCHS, and Central Office, continually monitor and review data for improved teaching and learning. The PLC has created a culture-shift whereby there is a system for continuous classroom improvement through input from Central Office, the Leadership Team, and teachers to collectively problem-solve, share strategies, and improve morale. The PLC is a research-based (Dufour) system for continuous improvement through job-embedded professional development.

Additionally, the Rtl Team monitors instructional practice via a multitude of data. We review schoolwide data such as KPREP, CCR, MAP, Cert, Graduation Rate, attendance, behavior, as well as classroom and student-level data such as number of failing grades and individual student attendance and referrals. Specifically, intervention data is reviewed to ensure each student is making adequate process to meet CCR benchmarks. Reading Plus, Lexia, and ALEKS are closely monitored to analyze the effectiveness of the programs.

Furthermore, PCHS provides feedback to teachers regarding best practice strategies through multiple informal walkthrough observations coupled with follow-up conversations and coaching assistance in identified growth areas. Noteworthy observations are discussed with the leadership team to identify schoolwide areas of strength and areas for improvement.

Pulaski County's secondary schools are in the third year of Kagan Cooperative Learning training. We are monitoring implementation through Kagan Coaching sessions. Data related to coaching sessions is recorded using an electronic form shared by the leadership team. This information is reported to central office staff.

Data is also shared monthly with the superintendent through advisory council meetings. Quarterly Report data, CSIP Progress Notes, Program Review ratings, and other data are discussed as a means of monitoring changes. Lastly, PCHS staff presents school improvement data at a school board meeting each year.

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

The need for math and reading interventions that service over half of the student body presented scheduling challenges, both in having available teachers as well as space in a student's schedule for an intervention class. To meet the intervention needs, the Leadership Team expanded the number of periods in the day from five to six starting in school year 2013—2014. Additionally, class sizes – particularly in math – were increased in order to free-up additional sections for teachers to service intervention classes. Taken together, these changes have added value to Pulaski County High School's (PCHS) schedule, however as previously stated PCHS, despite these changes in personnel and use of time, is not able to meet the intervention needs in math and literacy.

PCHS needs to increase the averaged combined reading and math EOC proficiency ratings in the non-duplicated gap group from 57.6% to 75.2% by 2019. Of the four accountability components, GAP is the area most in need of improvement, specifically in novice reduction. This year alone, PCHS's goal is to reduce the percentage of reading novice EOC ratings from 25.2% to 19.4% and the percentage of math novice EOC ratings from 10.4% to 5.7%. Therefore, the school is in need of additional staffing to work with students most in need of targeted interventions and support. Grant funding will provide the school with the means to fill much needed positions such as the Academic Intervention Specialist and College Career Readiness Transition Coach in order to help students perform at grade level, thereby reducing novice percentages.

Currently, content teachers are scheduled as intervention teachers in order to meet the needs of our school with the staffing currently available. The additional support staff provided through this grant would allow content teachers to focus on their area of expertise, which will have a positive impact on student achievement in those areas. This shift will also allow teachers scheduled to teach learning labs to focus on honing their skills to provide the best targeted interventions possible for our students.

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

Many school-level funds are reassigned in order to support the school's improvement goals. For instance, Pulaski County High School will continue to use ESS funds to focus on novice reduction. Intervention programs, online curriculum, benchmark assessments, individual assistance, are all paid for through ESS funds. Because of a daytime waiver, we can offer intervention services during the school day in addition to after school. We also use ESS funds to pay for summer school to ensure students are able to meet benchmarks as well as complete requirements to graduate.

Additional funding is obtained through grants for which the school regularly applies. PCHS has been awarded Novice Reduction grant funds from KDE for two years straight. The school uses these funds to provide summer training for intervention teachers, coordinate a summer intervention program for students at risk of scoring novice in reading and/or math in order to prevent the "summer slide" that

often occurs with struggling students, as well as purchase student licenses for the intervention programs.

HUB grant has also been utilized for several years to support the school's improvement goals. This grant has been a major source of funding for the technology necessary to develop and maintain the learning labs needed to operate the school's intervention system. Web-based intervention programs are very effective with high school students in that they provide individualized instruction and practice at a pace suitable for each student.

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this improvement plan. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

Currently, Pulaski County School District has a contract with the Kentucky School Boards Association to support an 18-month comprehensive review of all Pulaski County Board of Education (PCBE) policies. Such a review includes a review of the Pulaski County Board of Education policies related to the Kentucky Revised Statutes: KRS 160.345 (3) SBDM implementation, KRS 160.340 (3) (a) Annual Gap Report, KRS 160.340 (3) (b) Review of CSIP, KRS 160.345 (2) SBDM, KRS 160.345 (4) Additional authority. More specifically, the board policies: Implementation of School-Based Decision Making and Accountability will be reviewed to determine if changes are needed. Pulaski County School District annually reviews all SBDM Councils in the areas of policy development, record keeping, and compliance with KRS 160.345. This review informs the SBDM Council chairperson of potential improvements that need to be made to improve the efficiency of the Council. Included in the review is a letter to the Council chairperson that notifies them of any missing information or noncompliance issues, an efficiency scale with items specific to their Council highlighted, and a policy spreadsheet which includes all of the Council policies, their adoption dates, and suggested next steps. Based on the information in the review, the Council is awarded a Level of Efficiency (1=not in compliance; 2=working toward compliance, 3=in compliance; 4=exceeding compliance). This information is copied to the superintendent for follow-up and may be included in necessary evaluation documentation.

Strategies that are on-going for continuous strengthening of the council may include, but are not limited to:

- School will continue yearly updated training for SBDM Council members.
- School will review Academic Quarterly Reports for awareness of on-going student progress.
- Superintendent Steve Butcher is currently the chair of the Pulaski County High School Advisory Council. All reports are copied to necessary district staff for inclusion in all Priority School monitoring and as data component for on-going district-level continuous improvement.

The school and district staff will work together to increase the communication between Advisory Council and the Board of Education through regularly forwarding Council minutes and agendas to the appropriate administration and staff members. PCHS Advisory Council meets monthly.

Describe the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

The need for math and reading interventions that service over half of the student body presented scheduling challenges, both in having available teachers as well as space in a student's schedule for an intervention class. To meet the intervention needs, the Leadership Team expanded the number of periods in the day from five to six starting in school year 2013—2014. Additionally, class sizes – particularly in math – were increased in order to free-up additional sections for teachers to service intervention classes. Taken together, these changes have added value to Pulaski County High School's (PCHS) schedule, however as previously stated PCHS, despite these changes in personnel and use of time, is not able to meet the intervention needs in math and literacy.

The introduction of the PLC PDSA process in 2012-2013 has been one of the most impactful changes for our school's turnaround process. Along with providing the opportunity for teachers to meet weekly to discuss assessment and instruction in their content area, the PLC also serves as a monitoring tool for school leadership to ensure that improvement efforts are being supported in the classroom.

The above are two examples of the drastic changes that have been implemented at PCHS to ensure the school is able to implement the improvement plan with fidelity. Other actions taken include:

- MAP Universal Screener is administered three times a year to identify students not meeting CPE benchmarks and therefore in need of additional support.
- Identified students are scheduled into intervention labs one period a day to receive additional instruction in math and/or reading. These students continue receiving additional support until they are performing on grade level. Teachers review student data weekly to monitor progress and make adjustments within the interventions as needed. Even though this happens regularly, the leadership team recognizes the need to improve this process further.
- PCHS now utilizes the PBIS model. Our PBIS Tier I and Tier II/III teams meet monthly to monitor the implementation of schoolwide systems and look at the effectiveness of interventions for specific students who receive behavior supports.
- Tier II and Tier III Behavioral Supports are fully functioning to provide supports for our most at-risk students. An Alternate Setting Classroom is in place to provide a more intensive, one-on-one instructional environment until data indicates they can successfully transition back to the regular classroom setting.
- A fully functioning RtI Team is now in place that meets twice each trimester to review a multitude of data, as previously mentioned.
- Two GEAR UP Specialists have worked with PCHS students for four years to ensure they are making progress towards graduating college/career ready.
- ESS daytime waiver is in place to allow funding for interventions during the regular school day.
- Additional Project Lead the Way pathways have been added to allow for more rigorous course offerings. All students are afforded the opportunity to enroll in these classes. The most recent additions include Computer Science and Civil Engineering.
- Kagan Cooperative Learning has been a schoolwide focus aimed at improving student engagement. All teachers have received four days of training and individual coaching.

Identify supports, outside the district, (i.e., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe the actions that have been or will be taken to recruit, screen, and select appropriate and effective external providers to ensure their quality. Describe how these external providers will be regularly reviewed and held accountable for their performance.

- South East South Central Educational Cooperative and KEDC.
- Lake Cumberland Regional Hospital - Nursing services and CPR training;
- Pulaski County Sheriff's Department – School Resource Officers;
- Kentucky Center for School Safety- PBIS Best Practices
- Truth and Consequences: The Choice is Yours is a two-hour/four-track event. This educational enrichment event targets 10th grade students at both high schools each year impacting approximately 700 students. Our goal is to help educate our students to make safe and healthy choices as well as reducing substance abuse and law-related offences.
- Active member and participant of Pulaski Ky ASAP Board multi-sector board of services with focus on Underage Drinking and Substance Abuse Policies in Pulaski County. Services from Ky ASAP included, but are not limited to the following: Adanta Regional Prevention Center, Pulaski County Sheriff Dept., Somerset Police Department, Burnside Police Department, Somerset Housing Authority, Somerset Community College, City of Somerset, UNITE, South KY RECC, University of Kentucky TAP, University of Kentucky County Extension Agency, ViaMedia, Kroger Pharmacy, COK Child and Family Services, Pulaski County Drug Court and Lake Cumberland District Health Department. This organization financially supports our districts Random Drug Testing Program, School Resource Officer Program, Too Good for Drug Curriculum, Ripples Effects Program, and Youth Mental Health.
- Our district has a Random Drug-Testing Policy for school athletes, extra-curricular participants, and voluntary participants. This program is mandatory for all athletes, academic team participants and drivers at the high school. It is also being offered to any student on a voluntary basis.
- GEAR-UP Appalachia - Boomerang Project/Link Crew. Link Crew is a year-long transition program with four components: High School Orientation- students are paired with a mentor (Link Leader). The High School Transition Program promotes school safety and anti-bullying. Link Crew provides a structure in which students make real connections with each other thus increasing school safety and reducing incidence of bullying with anti-bullying education. Through this program, PCHS freshmen learn that people at school care about them and their success and leaders experience increased self-esteem as well as overall character development. Link Crew is the high school transition program targeted to increase attendance, decrease discipline referrals and improve academic performance. Additionally, Link Crew encompasses academic follow-ups, social follow-ups and Link Leaders initiated contacts.
- God's Food Pantry; Project 58:10 (Weekend Backpack Program); AIM Pregnancy Center; Pulaski County Mental Health Center; Bethany House Abuse Center; Pulaski Emergency Relief Center; Phoenix Preferred Care; In-Trust; Somerset Mental Health; Lake Cumberland Hospice
- Department for Vocational Rehabilitation: Community Based Work Transition Program
- Protection and Permanency- child and adult abuse and neglect, foster care and adoptions
- Pulaski County Family Court Services; Pulaski County District Court Services; Pulaski County Juvenile Court Services; Pulaski County Circuit Court Services.
- Pulaski County Intervention System follows an Rtl structure of tiered academic and behavior supports for students to maximize student achievement and to reduce behavior problems.

Pulaski County High School partners with a variety of local organizations via committees which meet on a regularly scheduled basis. This is an opportunity to share resources, information, and areas of growth to ensure quality. Some of these committees include: Project Lead the Way, CTE Advisory Councils, Chamber of Commerce, KEDC, KASA, KYFAME, Kentucky Farm Bureau, etc.

The district continues to select, evaluate, and refine supports for PCHS to meet its improvement goals through continued research, the work of the Rtl Team, PBIS Teams, and community partnerships. The district benchmarks school data with comparable districts to evaluate the effectiveness of current support structures.

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

Pulaski County School District has set-aside Title 1 funding to provide for the additional positions requested for Pulaski County High School. In addition, when SIG funding is no longer available, Pulaski County School District will, if available, use general dollar funding to sustain student and teacher academic improvement systems. ESS funds could be reallocated as well as SEEK, PD, and Title VII staffing funds. Pulaski County High School will continue to search for grants such as Novice Reduction to fund additional supports to ensure student achievement.

PCHS will utilize a two-prong approach to monitor quarterly student data with regards to progress in math and literacy. Data reflecting student progress on Measures of Academic Performance (MAP) will be collected, analyzed and reported quarterly. MAP assessment data includes a projected proficiency component which allows the district to project results on the state End-of-Course assessments.

The Professional Learning Community will facilitate the second prong of PCHS' approach of progress monitoring of quarterly goals through common assessments in reading and math, which will be analyzed every three weeks by teachers utilizing a data analysis protocol of Plan, Do, Study and Act to provided immediate interventions and acceleration based on standard-based assessments.

Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement beyond the expiration of the grant. Include how funding and resources will be adjusted to continue practices and how data analysis will continue to drive instruction toward meeting annual goals.

Procedures the school and district implement resulting in sustainable processes that positively affect student achievement may include, but not be limited to, the following: CSIP goals and objectives, systems with sustainable human capital and other resources as reviewed bi-annually, all state-level assessment data and Advanced Placement data, as well as, VAL-ED and TELL survey data. Most importantly, fiscal management of all resources at the district level in compliance with state and federal regulations as reflected in the bi-annual Superintendent's evaluation.

Timeline

Please Note: You may only type in the gray areas.

Develop a timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

Intervention Accounts purchased for LEXIA, Reading Plus, and ALEKS by July 2017. Person(s) responsible: Principal & Curriculum Specialist

Purchase technology to upgrade machines in one learning lab by July 2017 and again in July 2018. Person(s) responsible: Principal and School Technology Coordinator

Purchase Chromebooks for two classes level by July 2017, again in July 2018, and again in July 2019. Person(s) responsible: Principal and School Technology Coordinator

Hire one Academic Intervention Specialist (AIS), and one College & Career Transition Coach by July 2017. Person responsible: Principal

Provide Google Classroom Training for staff by August 2017. Person(s) responsible: District Staff & Curriculum Specialists

Review Quarterly Report, MAP scores, state assessment data to identify the caseloads for the AIS and College & Career Transition Coach by August 2017. Person(s) responsible: Leadership Team.

Schedule students into Intervention courses for math and English by July 2017; revisions August 2017. Person(s) responsible: Guidance Counselors.

Create teacher, AIS, and student accounts in Reading Plus, ALEKS and Lexia by August 2017. Person(s) responsible: Curriculum Specialists and Intervention Department Chair

Develop Tier III Intervention structures and supports by September 2017. Person(s) responsible: Rtl Team

Refine our progress monitoring for Tier III students by September 2017. Person(s) responsible: Rtl Team and Intervention Department Chair

Provide a follow-up Google Classroom training for all teachers by October 2017. Person(s) responsible: District Staff & Curriculum Specialists

The Academic Intervention Specialist will conduct initial discussion during an intervention, math, and English PLC to introduce themselves, their role, and norm communication expectations with teachers beginning August 2017. Person(s) responsible: Academic Intervention Specialist, Curriculum Specialists

College & Career Transition Coach meet with each of his or her students to begin relationship building in August 2017. Person(s) responsible: College & Career Transition Coach

Academic Intervention Specialist and College & Career Transition Coach conduct discussion during Intervention PLC to highlight achievements, identify students of concern, further norm communication with teachers, and discuss curriculum/instruction success/challenges between the regular math/English class versus that of the Intervention during October/November 2017 (repeat bimonthly). Person(s) responsible: Academic Intervention Specialists and Curriculum Specialists

AIS meet one-on-one, or schedule a conference, with student(s), parent/guardian(s), and/or teacher(s) as needed from October 2017. Person(s) responsible: Academic Intervention Specialists

Revise student schedules as needed, based on performance in Trimester One intervention class, plus their MAP performance November 2017 and subsequent trimesters. Person(s) responsible: Academic Intervention Specialist, Counselors, Curriculum Specialists

Annual Goals

Please Note: You may only type in the gray areas.

Develop **annual** S.M.A.R.T. goals (Goals must be specific, measureable, attainable, realistic, and time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Literacy Annual Objective:

Pulaski County High School will collaborate to increase the reading proficiency ratings for all students from 66.7% to 73.3% by 05/31/2017 as measured by English 2 EOC.

Pulaski County High School will collaborate to increase the reading proficiency ratings in the disabilities group from 23.1% to 41% by 05/31/2017 as measured by English 2 EOC.

Pulaski County High School will collaborate to increase the reading proficiency ratings in the free/reduced group from 59.6% to 69.1% by 05/31/2017 as measured by English 2 EOC.

Pulaski County High School will collaborate to increase the reading proficiency ratings in the non-duplicated gap group from 59.1% to 67.8% by 05/31/2017 as measured by English 2 EOC.

Math Annual Objective:

Pulaski County High School will collaborate to increase the math proficiency ratings for all students from 61.3% to 68.2% by 05/31/2017 as measured by Algebra 2 EOC.

Pulaski County High School will collaborate to increase the math proficiency ratings in the disabilities group from 30% to 42% by 05/31/2017 as measured by Algebra 2 EOC.

Pulaski County High School will collaborate to increase the math proficiency ratings in the free/reduced group from 56.5% to 63.4% by 05/31/2017 as measured by Algebra 2 EOC.

Pulaski County High School will collaborate to increase the math proficiency ratings in the non-duplicated gap group from 56% to 62.7% by 05/31/2017 as measured by Algebra 2 EOC.

Develop **quarterly** S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Literacy Quarterly Goals

2016 – 2017	Baseline	1st Q	2nd Q	3rd Q	Annual
All Students	66.7	68.4	70	71.7	73.3
Disability	23.1	27.6	32	36.5	41
Free/Reduced	59.6	62	64.4	66.7	69.1
Non-Duplicated	59.1	61.3	63.5	65.6	67.8

2017 – 2018		1st Q	2nd Q	3rd Q	Annual
All Students		74.3	75.2	76.2	77.1
Disability		43.1	45.2	47.3	49.4
Free/Reduced		70.2	71.3	72.4	73.5
Non-Duplicated		69	70.1	71.3	72.4

2018 – 2019		1st Q	2nd Q	3rd Q	Annual
All Students		78	79	80	81
Disability		51.5	53.7	55.8	57.9
Free/Reduced		74.6	75.7	76.8	77.9
Non-Duplicated		73.6	74.7	75.9	77

Math Quarterly Goals

2016 – 2017	Baseline	1st Q	2nd Q	3rd Q	Annual
All Students	61.3	63	64.8	66.5	68.2
Disability	30	33	36	39	42
Free/Reduced	56.5	58.2	60	62.1	63.4
Non-Duplicated	56	57.7	59.4	61	62.7

2017 – 2018		1st Q	2nd Q	3rd Q	Annual
All Students		69.4	70.5	71.7	72.8
Disability		44.1	46.2	48.2	50.3
Free/Reduced		64.7	66	67.3	68.6
Non-Duplicated		64	65.4	66.7	68

2018 – 2019		1st Q	2nd Q	3rd Q	Annual
All Students		73.9	75.1	76.2	77.3
Disability		52.4	54.5	56.5	58.6
Free/Reduced		70	71.3	72.6	73.9
Non-Duplicated		69.4	70.7	72	73.4

After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

Pulaski County High School will utilize a two-prong quarterly student data system to monitor student achievement throughout the school year. Data reflecting student progress on Measures of Academic Performance (MAP) in reading and math will be collected analyzed and reported quarterly. MAP assessment data provides a projected proficiency component which allows the district to project results on Kentucky's End of Course state assessment in reading and math. Systems have also

been developed and implemented to create a high performing learning organization using our PLCs as the vehicle. The PLC protocol provides a systematic process for teachers to improve and administrators to monitor teacher's curriculum, instruction, and assessment practices. The PLC protocol ensures assessment methods are aligned with, reflect, and produce evidence of the standards to which students are required to perform. Students who are not mastering standards are provided safety nets that are aligned with those standards and with the other elements of the standards-based system to provide them with an opportunity for success. During PLCs the curriculum framework and the selection of effective instructional strategies and materials for aligned instruction can be mapped backward from the clear high standards to ensure alignment. The individual elements are continually aligned with one another and coherent with our literacy and math goals. Additional academic supports are provided to all students who are not meeting college readiness benchmarks in reading and/or math. Students are assigned to a learning lab to provide academic support at the student's instructional level in reading and/or math.

PCHS uses the Quarterly Report as a tool to monitor the progress of incremental goals. This report is used to make adjustments to curriculum, instruction, assessment, and related safety nets. The report is shared with all stakeholders, including the leadership team, advisory council, other district staff, and KDE staff. After each quarterly analysis, the district will review the CSIP goals, objectives, strategies and activities for progress. If the school is not making progress, Superintendent Steve Butcher, Principal Rodney McAninch and all district-level and school-level leadership teams will develop an updated CSIP Action Plan for both short-term and long-term goals for improvement. Additionally, all state, district and federal level resources will be utilized for input on the CSIP Action Plan improvement.

Consultation

Please Note: You may only type in the gray areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders including Board of Education members, school leadership, school staff, parents and the community during the SIG planning process. Include how stakeholders were involved in the identification of needs, development of the intervention model, and identifying best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model throughout the grant cycle.

In school year 2010—2011, Pulaski County High School (PCHS) was identified by KDE as a Priority School. As such, the Pulaski County School System began an intensive collaboration between KDE (including three Educational Recovery Specialists), the Superintendent, the newly established Advisory Council, as well as the newly hired principal. The initial Leadership Assessment provided feedback for the newly assembled leadership team to begin improvements, where such tools as the Quarterly Report was used to establish a new data-driven process for improved leadership, instruction and culture.

This newly assembled team began to reposition and refocus PCHS with a renewed sense of purpose and urgency. As the data inputs were assembled for the Quarterly Report – followed later by the 30-60-90 Day Plan to operationalize change – many of the decisions became self-evident; for example, the need to tighten the course pathways for Career Readiness, the need for research-based proven intervention programs in reading and math, and the alignment of staffing so that students with an

Individualized Education Plan (ILP) are increasingly in an inclusion setting receiving co-teaching instruction in English and math. These structural changes and proven interventions have shifted the mission and purpose of PCHS from one adult-centered to student-centered teaching and learning; as a result, the faculty and staff had a much needed sense of urgency to move student achievement.

A main initiative since school year 2013—2014 has been Professional Learning Communities (PLC) which has allowed these stakeholders – both from within PCHS, and Central Office – to continually monitor and review a process for continuous improvement: importantly, the PLC allows for a transparent and inclusive process of reflection and improvement for the Leadership Team and teachers to collectively problem-solve. In addition, the transformation process will continue to be shaped by these parties through an annual presentation to the School Board, biannual Parent Teacher Conferences, an annual Open House, various Gear-Up activities that involve the larger community.

School Budget Narrative

Please Note: You may only type in the gray areas

Describe how the school intends to use the SIG funds for each year of the grant's duration. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

Purchase two class sets of Chromebooks in 2017. The purchase of Chromebooks will provide additional options for students to work in intervention software. Furthermore, this purchase will allow the use of Google Classroom in other classes, which will foster 21st century technology skills and prepare students for online classroom learning as they will experience at a post-secondary institution.

Hire one Academic Intervention Specialist who will work to implement the Pulaski County Intervention System with school staff. Responsibilities may include, but not be limited to, the following: 1) Collaboration with school leadership, classroom teachers, and other intervention teachers. 2) Implement individual academic goal setting, mentoring, and progress monitoring for students needing math and reading interventions. 3) Monitor computer-based intervention systems within the classroom and provide one-on-one, small group, and whole-group direct instruction. 4) Communicate with individual students' support stakeholders, e.g., parents/guardians, Family Resource Youth Service Center, counselors, and classroom teachers.

Hire one College & Career Transition Coach who will work to implement the Pulaski County Intervention System with school staff, ensuring that each student graduates college/career ready. Responsibilities may include, but not be limited to, the following: 1) Collaboration with school leadership, classroom teachers, and intervention specialists. 2) Implement individual academic goal setting, mentoring, and progress monitoring for juniors and seniors not meeting college readiness benchmarks and/or career readiness status. 3) Coordinate opportunities for students to participate in tutoring, extended learning, field trips, college visits, and career-related experiences. 4) Communicate with individual students' support stakeholders, e.g., parents/guardians, Family Resource Youth Service Center, counselors, and classroom teachers.

A committee of teachers, administrators, and other stakeholders will develop a student attendance incentive program. The program will address rewards for students meeting a certain attendance percentage in order to ensure that students are present at school, ready to learn, and graduate on time.

Provide Google Classroom Training for staff by August 2017. This training will enable teachers to utilize online classroom tools to enhance instruction and improve student achievement.

Develop Tier III Intervention structures and supports and refine progress monitoring for students by September 2017. These interventions are necessary for the most needy students in our school. We need to expand our Tier III supports and refine progress monitoring tools. A system to ensure student success at the Tier III level is necessary to eliminate the achievement gap.

The above timeline reflects the actions PCHS will take during the three-year period. The majority of the funding will be allocated to positions for one Academic Intervention Specialist and one College & Career Transition Coach. Additional funding will meet the critical need for additional technology to provide interventions, along with quality, embedded professional learning necessary to implement the systems of support.

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

The following is an inventory of state and federal funding that is utilized to improve student achievement: SEEK Funding: Classroom Instruction; KETS: Technology; GEAR-UP: Kagan Cooperative Learning Professional Development and student/family support; Professional Development: Advanced Placement, Math and Language Arts professional development; Family Resource Youth Service Center: Coordinator; Carl Perkins: Career and Technical Education for college/career pathways - Title 1 provides funding for one full-time Curriculum Specialist providing academic mentoring, coaching and instructional leadership support for the entire school; Extended School Services: Tutoring; SIG – math and language arts interventions.

This SIG Grant funding will unify many of the services provided through these aforementioned state and federal funds. Specifically, the College & Career Transition Coach will continue the services of GEAR-UP mentoring by providing more targeted progress monitoring and support for those students in intervention math and English courses. Similarly, the Academic Intervention Specialist will work collaboratively with the Curriculum Specialist to better progress monitor and support those students needing additional intervention. The Leadership Team recognizes a deficiency in Tier III supports and the need to increase academic achievement with our most at-risk students. Thus, the AIS will be dedicated full-time to not only mentor academically and progress monitor, but also improve the network of support for individual students to better leverage existing services available through state and federal funding.

Year 1 School Budget

Please Note: You may only type in the gray areas.

District Pulaski County
School Pulaski County High School

MUNIS Code	Description of Activity	Amount Requested
110	Academic Intervention Specialist (1); and College & Career Transition Coach (1)	\$ 86,000
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222	Employer Medicare Contribution	\$ 1,400
231	Kentucky Teacher Retirement	\$ 14,000
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253	Unemployment	\$ 450
260	Workman's Compensation	\$ 650
270		\$
291		\$
292		\$
293		\$
294	Federal Insurance Match	\$ 27,000
295	Life Insurance	\$ 24
296	Insurance Admin Fees	\$ 180
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734	Google Chromebooks (2 classroom sets - 30 per set); 2 carts	\$ 17,000
735	ALEKS Licenses (261); IXL Licenses (315); Albert.io (\$1,810)	\$ 13,260
739		\$
810		\$
894		\$
Total Amount Requested		\$ 159,964

Year 2 School Budget

Please Note: You may only type in the gray areas.

District Pulaski County
School Pulaski County High School

MUNIS Code	Description of Activity	Amount Requested
110	Academic Intervention Specialist (1); and College Career Transition Coach (1)	\$ 86,000
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222	Employer Medicare Contribution	\$ 1,400
231	Kentucky Teacher Retirement	\$ 14,000
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253	Unemployment	\$ 450
260	Workman's Compensation	\$ 650
270		\$
291		\$
292		\$
293		\$
294	Federal Insurance Match	\$ 27,000
295	Life Insurance	\$ 24
296	Insurance Admin Fees	\$ 180
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739	ALEKS Licenses (400); IXL Licenses (650); CERT (650); Albert.io Licenses (450); STEMscopes Licenses & training	\$ 30,150
810		\$
894		\$
Total Amount Requested		\$ 159,854

Year 3 School Budget

Please Note: You may only type in the gray areas.

District Pulaski County
School Pulaski County High School

MUNIS Code	Description of Activity	Amount Requested
110	Academic Intervention Specialist (1); and College & Career Transition Coach (1)	\$ 86,000
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222	Employer Medicare Contribution	\$ 1,400
231	Kentucky Teacher Retirement	\$ 14,000
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253	Unemployment	\$ 450
260	Workman's Compensation	\$ 650
270		\$
291		\$
292		\$
293		\$
294	Federal Insurance Match	\$ 27,000
295	Life Insurance	\$ 24
296	Insurance Admin Fees	\$ 180
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735	ALEKS Licenses (400); IXL Licenses (650); CERT (650); Albert.io Licenses (450); STEMscopes Licenses & training	\$ 30,150
739		\$
810		\$
894		\$
Total Amount Requested		\$ 159,854

Year 4 School Budget

Please Note: You may only type in the gray areas.

District	District Name Here
School	School Name Here

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$

Year 5 School Budget

Please Note: You may only type in the gray areas.

District School	District Name Here School Name Here
MUNIS Code	Description of Activity
110	
111	
112	
113	
120	
130	
131	
140	
150	
160	
170	
190	
210	
211	
212	
213	
214	
215	
216	
219	
220	
221	
222	
231	
232	

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$

----- End of School Application -----